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ABSTRACT

This inservice manual is intended to assist vocational education teachers in using the techniques of computer-assisted instruction in special vocational education programs. Addressed in the individual units are the following topics: the basic principles of computer-assisted instruction (TRS-80 computers and typing on a computer keyboard); money management; basic spelling skills (basic and employment-related vocabulary); basic mathematics skills and a teacher's budget; and basic writing skills (completing employment applications, developing three different types of resumes, and writing a letter of application). Each section contains some or all of the following: instructional text, one or more learning activities, sample forms, sample computer programs, and answers to the learning activities. A bibliography of computer software concludes the booklet. (MN)

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USING THE COMPUTER IN

SPECIAL VOCATIONAL PROGRAMS

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INSERVICE ACTIVITIES

****

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PREFACE

Contained in this booklet is an excellent inservice and teaching strategy guide. This guide was especially prepared for this project by Mr. Kenneth Lane and Mr. Raymond Ward of the West Hardin faculty.

Special vocational teachers throughout the state can profit from the inservice activities outlined in this text. Through this simulation approach, each instructor should gain further insights in meeting the needs of the special vocational student.

Perhaps, it is not too much to hope that through the use of this guide, special vocational instructors will become more facilitative teachers. Ultimately, the real benefits of this project will be the students of this Commonwealth who have special needs.

Further, the authors and editor of this inservice manual would like to thank Mr. Bill Kelley, Principal of West Hardin High School, for permitting this program to be field-tested at the school. His assistance and guidance has been invaluable in developing this curriculum.

Finally, we would like to thank the students who participated in this grant program. We wish them the best in the future as they complete their high school education and prepare to enter adult life.

May 29, 1985

Dr. Frnest G. Thro
Program Developer

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INSERVICE AGENDA

8:30 - 10:00	Inservice Activities for Computer-Assisted Instruction
10:00 - 10:15	Coffee Break
10:15 - 11:45	Inservice Activities for Money Management
11:45 - 12:45	Lunch
12:45 - 1:30	Inservice Activities for Basic Skills - Spelling
1:30 - 2:15	Inservice Activities for Basic Skills - Mathematics
2:15 - 2:30	Coffee Break
2:30 - 3:30	Inservice Activities for Basic Skills - Writing

INSERVICE ACTIVITIES FOR COMPUTER-ASSISTED INSTRUCTION

I. Computer-Assisted Instruction

A. Objective One. To provide special vocational education instructors with teaching strategies for computer-assisted instruction.

1. Overview. The emergence of computer-assisted instruction in the classroom has provided a revolution in the delivery of tutorial services to students in need of strengthening work in the basic skills. All teachers of special vocational education need to become aware of the basic operating procedures for a classroom computer. These inservice lessons are developed for use with a Radio Shack TRS-80 computer.

2. Activity. Participants are assigned to individual TRS-80 computers. Then, the instructors complete the student activities contained in An Opportunity for a New Beginning (pages 11 through 22). Approximate time for this program is 90 minutes.

Components of the TRS-80

Input devices for the computer are the cassette tape player (or the disk drive) and the keyboard. When a programmer writes a program he/she enters that program through the keyboard. However, once a program has been saved onto another medium, either tape or diskette, it can be input by the tape player or the disk drive.

The memory of the Model 4 TRS-80 used in our labs is 64K. K represents approximately 1000 key strokes. Hence approximately 64,000 keystrokes of information can be stored in the computer at any one time. Keystrokes are often referred to as bytes of information by computer users. To the computer, which uses a binary language system, a byte is the equivalent of eight bits - a bit being either a zero or one. The computer translates each keystroke into a unique eight digit number consisting of a combination of zeroes and ones.

The computer contains two types of memory - RAM and ROM. RAM is an acronym for random access memory; whereas, ROM is an acronym for read only memory. The random access memory is available for use by the computer user to store information. However the read only memory is already pre-programmed with commands used in the BASIC language.

BASIC is the language used by the microcomputer. BASIC's complete name is Beginners' All-purpose Symbolic Instruction Code. The BASIC language uses common English words such as run, print, new, etc. to instruct the computer to perform certain

functions.

Output with our system can be in various ways. When the program is executing, output is generally to the video monitor. If the program needs to be removed from computer memory and saved for use at a later date, output is to the disk drive or the cassette tape recorder. If output of a hard copy of the program or if a printing of the contents of the monitor screen is desired, output is to the printer.

The following is an example of a basic program:

```
10 LET K = 0
20 LET K = 2(K+1)
30 PRINT K
40 GOTO 20
```

10, 20, 30, and 40 are called line numbers. It is necessary to number lines in a program. Generally line numbers are in multiples of ten to allow a programmer to alter a program in progress without renumbering. Lines numbered 11, 12, 13, etc. could be inserted into the above program if deemed necessary.

Print, let, and goto are statements understood by the computer. The Read Only Memory translates these statements for the computer. Print is a statement used to instruct the computer to exhibit alphanumeric characters on the video monitor. A Let statement assigns a value to a variable. The goto statement in the above program causes a continuous loop.

In order to enter information into the computer using the keyboard the ENTER key must be pressed after each line has been typed. The computer will understand that the line has been completed, and it will prepare for the next line by placing a flashing cursor at the beginning of the next line.

Quiz

1. On the TRS-80, the input devices are the:

   a. keyboard, cassette tape player and the disk drive;
   b. keyboard and power supply;
   c. video monitor and cassette tape player;
   d. disk drive and video monitor.

2. When entering a BASIC program into the computer, the last key that must be pressed is:

   a. shift;
   b. left arrow;
   c. ENTER;
   d. space bar.

3. The letter K represents approximately _____ bytes.

   a. 100;
   b. 64,000;
   c. 100,000;
   d. 1,000.

4. RAM is:

   a. Read Only Memory;
   b. Random Access Memory;
   c. Radio Shack Approximate Memory;
   d. Randomly Generated Memory.

5. PRINT, LET, GOTO are examples of BASIC:

   a. commands;
   b. loops;
   c. statements;
   d. lines.

6. The portion of the computer's memory which is pre-programmed with commands used in the BASIC language is:

   a. ROM;
   b. RAM;
   c. Randomly Generated Memory;
   d. General Access Memory.

7. A BASIC program must have which of the following:

   a. subroutines;
   b. print statements;
   c. loops;
   d. line numbers.

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Keys on Keyboard

The keyboard allows entry of all standard text and control characters. As with ordinary typewriters use [SHIFT] to enter the upper symbol on those keys containing two symbols.

The A-Z keys can produce either upper or lower case characters. There are two modes of operation: CAPS, in which the A-Z keys always produce capital letter; and ULC (upper/lower case), in which the A-Z keys produce lower case unless you press [SHIFT].

When you start the computer, the keyboard is in the CAPS mode. To switch to ULC, press the CAPS key or [SHIFT] [0]. To switch back, press the CAPS key or [SHIFT] [0] again.

Certain keys have special functions in BASIC.

[<-] Backspaces and erases the last character typed

[SHIFT] [<-] Starts over at the beginning of the line

[->] Tabs over to the next eight column boundary

[SHIFT] [->] Converts to 32 characters per line

[ENTER] Enters the line; (same as a return); BASIC will not interpret a line until ENTER is pressed.

[CLEAR] Cancels the current line, erases the display, converts to 64 characters per line, and positions to the upper left corner

[BREAK] Interrupts the current program or operation and prepares the computer for another keyboard command; cancels a cassette or line printer operation

RESET This is the orange-colored button at the upper right corner of the keyboard. To "start over" at the power-on message, you do not have to turn the unit off and on again.
Resetting will lose any program or data you had in memory.

Numeric Pad - The numbers are to the right of the keyboard; also on the top row of the keyboard. The pad at the right may be easier for children to use. When using numbers, l must be used rather than L, 0 rather than o.

Quiz

1. If you want to erase a letter (or character):

   a. press [BREAK];
   b. press [<-];
   c. give it to a postman;
   d. press [SHIFT] [0].

2. To clear the display:

   a. press [ENTER];
   b. turn of machine;
   c. press [<-];
   d. press [CLEAR].

3. When you turn on the computer it will be in the CAPS mode of operatic
   how is it switched to the ULC mode?

   a. press [SHIFT] [0];
   b. press [SHIFT] [->];
   c. press [ENTER];
   d. press [SHIFT] [0].

4. To enter anything into the TRS-80, you must first press:

   a. [CLEAR];
   b. [ENTER];
   c. [BREAK];
   d. any key.

5. To start over without shutting off power use which key?

   a. [ENTER];
   b. [<-];
   c. RESET ;
   d. any number key.

6. To erase or cancel a line press:

   a. [SHIFT] [<-];
   b. [ENTER];
   c. [CANCEL];
   d. [->].

7. To interrupt a program; this key is used.

   a. [BREAK];
   b. [<-];
   c. [->];
   d. [ENTER].

ANSWER KEY

1. B
2. D
3. D
4. B
5. C
6. A
7. A

Activity I

Follow these instructions to load and execute a BASIC program on the TRS-80:

(a) Turn on computer (switch under right side).

(b) Notice the red light beside the disk drive come on. Wait until the red light goes off.

(c) Open the door of the disk drive. Insert the diskette into the drive with the label up and the notch in the diskette to the left. Close the door of the disk drive.

(d) Press the orange reset button.

(e) Answer the prompt for the date, being sure you use the indicated format. Press ENTER.

(f) At the prompt for the time, press ENTER. The program should then begin executing.

(Load and run the programs on the supplied diskettes.)

Activity II

Follow these directions for entering and running a program from the keyboard:

(a) Enter the following programs at the keyboard. Remember to press ENTER after every line.

(b) After entering the program is completed, type RUN and press ENTER to execute the program.

(c) To stop the execution of the program, press BREAK.

(d) Type NEW before entering a new program at the keyboard.

Program 1

```
10 PRINT "HOW OLD ARE YOU";
20 INPUT A
30 PRINT "YOU CAN RETIRE IN";65-A;" YEARS."
40 END
RUN
```

Program 2

```
10 PRINT "TYPE YOUR HEIGHT IN FEET, INCHES"
20 INPUT F,I
30 LET H=F*12+I
40 PRINT "YOUR HEIGHT IN INCHES =";H
50 PRINT "YOUR HEIGHT IN CENTIMETERS =";H*2.54
60 END
RUN
```

Program 3

```
10 CLS
20 LET X = RND(128) - 1
30 LET Y = RND(48) - 1
40 SET(X,Y)
50 GOTO 20
RUN
```

Program 4

```
10 FOR A = 0 TO 6.3 STEP .2
20 LET Y = SIN(A)
30 PRINT TAB(20*Y+20); "your name"    'use your actual name!
40 NEXT A
50 GOTO 10
RUN
```

Activity III

Enter the following at the keyboard:

```
10 LET N=0
20 LET N=N+1
30 PRINT N
40 GOTO 20
```

(a) Run the program.

(b) Stop the execution of the program.

(c) In order to have the program count to 30 by ones rather than counting continuously, type 40 IF K<30 THEN 20.

(d) Run the program again. Notice the results of your change.

(e) Make changes in the program to produce programs with the following results:

(1) Begin the counting at 20 rather than 1.
(2) Count by 2's.
(3) Print the odd numbers from 1 to 39.
(4) Print an ending message, such as, Have a nice day!

INSERVICE ACTIVITIES FOR MONEY MANAGEMENT

II. Money Management

A. Objective Two. To provide special vocational education instructors with teaching strategies for delivering money management skills.

1. Overview. Disadvantaged and handicapped students need to learn survival skills in the area of money management. In order to accomplish this goal, the instructor needs to develop simulations. This inservice plan demonstrates various simulation approaches by allowing the participants to role-play the students.

2. Activity. Participants are divided into groups of five and one teacher is assigned the instructor's role. For purposes of simulation, the following items are needed: (1) recent supermarket newspaper advertisement; (2) play money; and (3) an operating cash register.

Participants are asked to prepare a grocery list which will total between twenty ($20) and twenty-five ($25) dollars. Prices of the items are obtained from the newspaper advertisements.

Then, the prepared grocery lists are added up and the cash register operator must make change using various amounts of money. These amounts include: (1) exact change combinations; (2) change from twenty-five dollars; (3) change

when the amount is rounded to the next dollar; (4) change when the amount is rounded to the next half-dollar; and (5) change when the amount is rounded to the next quarter.

This exercise is repeated until the four students have played both the customer and cash register operator roles. Approximate time for this program is forty-five minutes.

3. Student Practice Sets. Instructors are encouraged to use the following practice sets from the teacher's guide.

Daniels, Dale, Kenneth Lane, and Raymond Ward. An Opportunity for a New Beginning, (Elizabethtown, Kentucky: The Hardin County Board of Education, 1984).

a. "Business Math" - pages 45-46;

b. "Proper Money Management" - pages 50-54.

B. Objective Three. To provide vocational education instructors with teaching strategies for delivering bank service skills.

1. Overview. In modern society, the use of banking services has become a part of today's world. Therefore, all students, regardless of academic functioning levels, must become familiar with check writing and related bank skills. Further, all high school youth must be aware of the legal and social responsibilities which go with bank services. This inservice lesson is designed to

provide vocational education instructors with practice procedures for teaching bank service skills.

2. Activity One. The teachers are divided up into groups of four. Each division is then asked to complete the exercises pertaining to: (a) check writing; (b) bank cards; and (c) record-keeping. Teaching materials for this program will include (a) sample checkbooks from local banks; (b) sample checkbook registers; and (c) bank card printer, blank forms, and sample bank cards.

Using the sample checkbooks and check registers, each participant is asked to write checks and keep a check register. The assumption is made that all participants have a balance of $1,000 in their checking accounts.

a. Amount: $86.43
Pay to the Order of: Johnson's TV Repair Service
For: Television Repair Work;

b. Amount: $369.82
Pay to the Order of: Super Store
For: Lawn Furniture

c. Amount: $286.12
Pay to the Order of: County Clerk's Office
For: Property Tax

d. Amount: $50.08
Pay to the Order of: American Food Company
For: Weekly Groceries

e. Amount: $186.27
Pay to the Order of: Merchant Life Insurance Company
For: Property Insurance

3. Activity Two. Participants are asked to complete the previously identified purchases using a bank card. This exercise is repeated until the four group members have simulated both the customer and clerk roles. Appropriate time for both exercises would be forty-five minutes.

4. Student Practice Sets. Instructors are encouraged to use the following practice sets from the teacher's guide.

Daniels, Dale, Kenneth Lane, and Raymond Ward. An Opportunity for a New Beginning, (Elizabethtown, Kentucky: The Hardin County Board of Education, 1984).

a. "Checking for Life" - page 47;

b. "Keeping a Check Register" - pages 48-50;

c. "My Personal Budget" - pages 54-57.

INSERVICE ACTIVITIES FOR BASIC SKILLS

III. Basic Skills - Spelling

A. Objective Four. To provide special vocational education instructors with teaching strategies for improving spelling skills.

1. Overview. Disadvantaged and handicapped students need extensive work in the basic skills. One skill which is often overlooked is spelling. This inservice plan demonstrates various student exercises to improve spelling.

2. Activity One. Participants are asked to divide up into groups of two instructors. Then, each group is asked to complete the "Employment Vocabulary List" exercise. Each group shares its answers with the total inservice membership. Activity Two. Participants remain in their group assignments and complete the "Employment Abbreviations Exercise." Approximate time for these activities (one and two) would be forty-five minutes.

3. Student Practice Sets. Instructors are encouraged to use the following practice sets from the teacher's guide.

Daniels, Dale, Kenneth Lane, and Raymond Ward. An Opportunity for a New Beginning, (Elizabethtown, Kentucky: The Hardin County Board of Education, 1984).

a. "Basic Skills Inventory - Form A" - pages 7-8;

b. "Basic Skills Inventory - Form B" - pages 120-121.

EMPLOYMENT VOCABULARY LIST

Directions: Write the correct spelling of the word in column A. Then, develop a brief definition for the word in column B.

Word List	Column A	Column B
1. emplozet	_____	_____
2. socila secruty	_____	_____
3. payrol	_____	_____
4. frege banfit	_____	_____
5. miminum wgae	_____	_____
6. intrnal revenae	_____	_____
7. peace work	_____	_____
8. risume	_____	_____

Word List	Column A	Column B
9. job clustear		
10. selery		
11. manegemant		
12. carere		
13. invantory		
14. soles persom		
15. supervaser		

EMPLOYMENT VOCABULARY LIST

Directions: Write the correct spelling of the word in column A. Then, develop a brief definition for the word in column B.

	Word List	Column A	Column B
1.	emplozet	employer	Person or organization you work for while completing your job;
2.	socila secruty	social security	National retirement system for American employees;
3.	payrol	payroll	The amount of money paid in wages during each salary period;
4.	frege banfit	fringe benefit	Money and services available to workers because of present employment;
5.	mimimum wgae	minimum wage	Hourly rate required by the government for workers;
6.	intrnal revenae	internal revenue	National agency designated to run the federal income tax system;
7.	peace work	piece work	Wages are granted on the basis of the number of items completed;
8.	risume	resume	Written summary of employment and education experiences;

Word List	Column A	Column B
9. job clustear	job cluster	U.S. Office of Education job classification system;
10. selery	salary	Amount of money received by an employee;
11. manegemant	management	Individuals who are in charge of a business organization;
12. carere	career	Name given to a person's life work;
13. invantory	inventory	Written list of items that are in stock;
14. soles persom	sales person	Individual who sells products or services to the general public;
15. supervaser	supervisor	Individual who assists and evaluates a group of assigned workers.

SPELLING/VOCABULARY LISTS

EMPLOYMENT ABBREVIATIONS

LESSON 1	LESSON 2	LESSON 3
1. Agcy.	21. hi-schl. grad.	41. pref'd.
2. a.m.	22. HSG	42. P/T
3. appt.	23. immed.	43. Refs.
4. bd.	24. ins.	44. Refs. req'd.
5. ben.	25. lic.	45. rm.
6. betw.	26. M/F	46. sal.
7. Co.	27. min.	47. temp.
8. Col. grad.	28. mgmt.	48. trnee.
9. Corp.	29. mgr.	49. transp.
10. deliv.	30. mo.	50. w/
11. Dept.	31. Nat'l.	51. wk.
12. EOE	32. nec.	52. wkly.
13. eve.	33. ofc.	53. wknds.
14. exp.	34. oppty.	54. yr.
15. exper.	35. pd.	55. yrs.
16. Excell.	36. perm.	
17. F/T	37. ph.	
18. furn.	38. pm.	
19. Gen.	39. pos.	
20. hr.	40. pref.	

ANSWER KEY TO VOCABULARY ABBREVIATIONS

1. Agency
2. before noon
3. appointment
4. board
5. benefits
6. between
7. Company
8. College graduate
9. Corporation
10. deliver or delivery
11. Department
12. Equal Opportunity Employer
13. evening or evenings
14. experienced
15. experience
16. Excellent
17. full-time
18. furnish
19. General
20. hour
21. high school graduate
22. High School Graduate
23. immediately
24. insurance
25. license
26. Male or Female
27. minimum
28. management
29. manager
30. month or monthly
31. National
32. necessary
33. office
34. opportunity
35. paid
36. permanent
37. phone
38. afternoon
39. position
40. preferred
41. preferred
42. part-time
43. References
44. References Required
45. room
46. salary
47. temporary
48. trainee
49. transportation
50. with
51. week
52. weekly
53. weekends
54. year
55. years

INSERVICE ACTIVITIES FOR BASIC SKILLS

IV. Basic Skills - Mathematics

A. Objective Five. To provide special vocational instructors with teaching strategies for improving mathematical skills.

1. Overview. One of the real life uses of mathematics can be illustrated through the management of a budget. Inservice participants are asked to complete a budget based on the average monthly salary of a beginning teacher. The learnings obtained from this inservice plan should assist the participants in developing their own personal budgets.

2. Activity. All inservice participants are asked to complete the sample budget form using the predetermined percentages. Class discussion should follow this presentation. Approximate time for this exercise is forty-five minutes.

3. Student Practice Sets. Instructors are encouraged to use the following practice sets from the teacher's guide.

Daniels, Dale, Kenneth Lane, and Raymond Ward. An Opportunity for a New Beginning, (Elizabethtown, Kentucky: The Hardin County Board of Education, 1984).

a. "Business Math" - pages 45-46;

b. "My Personal Budget" - pages 54-57.

A TEACHER'S BUDGET

Directions: Let us suppose that a beginning teacher has a net monthly income of $1,125. Complete the following budget using the indicated percentage for each item.

1. Funds available for savings and/or emergencies (7.2%) $_____
2. Rent or mortgage payment (20%) $_____
3. Electricity (2%) $_____
4. Gas for heating (5%) $_____
5. Phone (2%) $_____
6. Food and beverages (15%) $_____
7. Household operation expenses (10%) $_____
8. Household furnishings (2.5%) $_____
9. Clothing (3.8%) $_____
10. Gasoline (3.5%) $_____
11. Car payment (7.5%) $_____
12. Medical care (1%) $_____
13. Gifts to church (10%) $_____
14. Public contributions (.5%) $_____
15. Personal needs (5%) $_____
16. Amusements and recreation (2.5%) $_____
17. Other (2.5%) $_____

Grand Total $_____

A TEACHER'S BUDGET

Directions: Let us suppose that a beginning teacher has a net monthly income of $1,125. Complete the following budget using the indicated percentage for each item.

1.	Funds available for savings and/or emergencies (7.2%)	$ 81.00
2.	Rent or mortgage payment (20%)	$ 225.00
3.	Electricity (2%)	$ 22.50
4.	Gas for heating (5%)	$ 56.25
5.	Phone (2%)	$ 22.50
6.	Food and beverages (15%)	$ 168.75
7.	Household operation expenses (10%)	$ 112.50
8.	Household furnishings (2.5%)	$ 28.13
9.	Clothing (3.8%)	$ 42.75
10.	Gasoline (3.5%)	$ 39.38
11.	Car payment (7.5%)	$ 84.38
12.	Medical care (1%)	$ 11.25
13.	Gifts to church (10%)	$ 112.50
14.	Public contributions (.5%)	$ 5.62
15.	Personal needs (5%)	$ 56.25
16.	Amusements and recreation (2.5%)	$ 28.12
17.	Other (2.5%)	$ 28.12
	Grand Total	$ 1,125.00

INSERVICE ACTIVITIES FOR BASIC SKILLS

V. Basic Skills - Writing

A. Objective Six. To provide special vocational education instructors with teaching strategies for improving writing skills.

1. Overview. Dr. Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, has identified the proper use of English as the central goal of secondary education. This inservice program provides participants with an opportunity to use their own writing skills in the preparation of employment materials. Through such an approach, the vocational educator discovers the importance of Dr. Boyer's goal.

2. Activity. Using the inservice materials contained in this lesson plan, each participant is required to develop (1) a letter of application; (2) a personal resume; and (3) an employment application. All participants are required to share their writing products with class members. Approximate time for this exercise is one hour.

3. Student Practice Sets. Instructors are encouraged to use the following practice sets from the teacher's guide.

Daniels, Dale, Kenneth Lane, and Raymond Ward. An Opportunity for a New Beginning, (Elizabethtown, Kentucky: The Hardin County Board of Education, 1984).

a. "Business Letter" - page 33;

b. "Application for a Secretarial Position" - pages 34-35;

c. "Application for a Teacher Aide Position" - pages 36-37.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date _____ Social Security Number _____

Name _____ Age _____ Sex _____
Last First Middle

Present Address _____
Street City State

Phone No. _____ Own Home _____ Rent _____ Board _____

Date of Birth _____ Height _____ Weight _____ Color Of Hair _____ Color Of Eyes _____

Married _____ Single _____ Widowed _____ Divorced _____ Separated _____

Number of Children _____ Dependents Other Than Wife or Children _____ Citizen of USA Yes _____ No _____ O _____

If Related to Anyone in Our Employ, State Name and Department _____ Referred By _____

EMPLOYMENT DESIRED

Position _____ Date You Can Start _____ Salary Desired _____

Are You Employed Now? _____ If So May We Inquire Of Your Present Employer? _____

Ever Applied To This Company Before? _____ Where _____ When _____

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of Special Study or Research Work _____

What Foreign Languages Do You Speak Fluently? _____ Read _____ Write _____

U.S. Military or Naval Service _____ Rank _____ Present Membership in National Guard or Reserves _____

RESUME EXAMPLE ONE

NAME:	Mr. John Smith
ADDRESS:	2168 North Mantle Elizabethtown, Kentucky 42701
PHONE:	502-765-2168
MAJOR WORK EXPERIENCE (1965-76)	Salesperson Served as salesperson in the hardware business, drug store, and fast foods restaurant. Named salesperson of the month while working with fast foods.
	Service Station Worker Provided basic services at local service station. Can perform oil changes, tire repairing, and tire balancing.
	Newspaper Route Provided home delivery service for local newspaper. Named outstanding carrier during one year.
EDUCATION:	GED Certificate Mulberry Learning Center Elizabethtown, Kentucky 42701

RESUME EXAMPLE TWO

NAME: ADDRESS: PHONE:	Mr. Bill Johnson 626 Dawn Street Elizabethtown, Kentucky 42701 502-737-6667
SALES MANAGEMENT:	Responsible for planning sales campaigns for insurance company. Made major policy decisions on all facets of sales. Increased yearly profits by 25%.
MARKET PLANNING:	Investigated new types of insurance and analyzed new markets for existing insurance plans. Introduced new health insurance plan for senior citizens.
SALES TRAINING:	Hired and trained 15 salespersons.
SALES:	Sold one million dollars of insurance during one year.
1964-Present	Life Insurance of Kentucky Started as salesperson and advanced to district manager in 1970.
1960-64	National Insurance Company Served as salesperson in two district offices. Generated $2,000,000 worth of policies.
EDUCATION:	B.A., Western Kentucky University, 1960

RESUME EXAMPLE THREE

NAME: ADDRESS: ZIP CODE: PHONE:	Ms. Ruth Jones 218 Elm Street Elizabethtown, Kentucky 42701 502-737-2016
POSITION DESIRED:	Salesperson
WORK EXPERIENCE:	
1971 - Present	Salesperson Kitchen Appliances Jones Appliance Company 2010 Dixie Avenue Elizabethtown, Kentucky 42701 Responsible for the selling of kitchen appliances. * Prepare all invoices for processing. * Check credit ratings of customers. * Order new appliances from warehouse. * Provide demonstrations of appliances.
1969 - 1971	Salesperson Elizabethtown Furniture 216 North Mulberry Elizabethtown, Kentucky 42701 Assisted the manager of the carpet department. * Prepare carpet sample books. * Served customers in making carpet choices.
1968 - 1969	Salesperson Hardin Ice Cream Company 614 West Second Street Elizabethtown, Kentucky 42701 Provided soda fountain service. * Prepare various ice cream dishes. * Operated the cash register.
EDUCATION:	High School diploma, 1968 Elizabethtown High School Elizabethtown, Kentucky 42701

Model Letter of Application

227 South Main Street
Elizabethtown, Kentucky 42701
November 22, 1984

Mr. William E. Johnson, Manager
The Discount Barn
327 South Dixie Avenue
Radcliff, Kentucky 40160

Dear Mr. Johnson:

Through this letter, I am making application for your opening as a stock clerk. Currently, I am enrolled in a high school class pertaining to career development. As part of the course work, students have an opportunity to practice the skills required of a stock clerk.

I have done very well in this class and enjoy the work of a stock clerk. Therefore, I would like to apply for your current opening.

I can come for an interview after school on any week day. Would you please schedule me for an interview at your convenience? You can contact me after 4:00 p.m. at 737-6654.

Yours truly,

John Smith

Computer Software

Overview. The following bibliography has been prepared by Dr. Buddy Krizan of Murray State University as a guide to appropriate computer software. Special Vocational Education Instructors will find this list extremely helpful in selecting appropriate software for basic skills computer-assisted instruction. All software is designed for Radio Shack computers.

1. PROGRAM TYPE: Language Arts
   PROGRAM NAME: Basic English
   COST: $35.00
   VENDOR NAME: Concept Educational Software
   ADDRESS: Post Office Box 6184
   Allentown, Pennsylvania 18001
   TELEPHONE: (215) 266-1679

2. PROGRAM TYPE: Language Arts
   PROGRAM NAME: English Basics-Parts of Speech DK-English #1
   COST: $199.00
   VENDOR NAME: Educational Activities, Inc.
   ADDRESS: Post Office Box 392
   Freeport, New York 11520
   TELEPHONE: (800) 645-3739

3. PROGRAM TYPE: Language Arts
   PROGRAM NAME: English Basics-Concepts in Language Arts DK-English #2
   COST: $129.00
   VENDOR NAME: Educational Activities, Inc.
   ADDRESS: Post Office Box 392
   Freeport, New York 11520
   TELEPHONE: (800) 645-3739

4. PROGRAM TYPE: Language Arts
   PROGRAM NAME: English Usage Exercises-Volume II
   COST: $99.00
   VENDOR NAME: 3 R Software
   Robert Williams
   ADDRESS: Post Office Box 3115
   Jamacia, New York 11431
   TELEPHONE: (212) 658-5196

5. PROGRAM TYPE: Language Arts
   PROGRAM NAME: Proof Reader
   COST: $29.95
   VENDOR NAME: Queue, Inc.
   ADDRESS: 5 Chapel Hill Drive
   Fairfield, Connecticut 06432
   TELEPHONE: (800) 232-2224

6. PROGRAM TYPE: Language Arts
   PROGRAM NAME: Punctuation I (. ? !)-DK-48101
   COST: $59.95
   VENDOR NAME: Educational Activities, Inc.
   ADDRESS: Post Office Box 392
   Freeport, New York 11520
   TELEPHONE: (800) 645-3739

7. PROGRAM TYPE: Language Arts
PROGRAM NAME: Punctuation II (comma)-DK 48201
COST: $59.95
VENDOR NAME: Educational Activities, Inc.
ADDRESS: Post Office Box 392
Freeport, New York 11520
TELEPHONE: (800) 645-3739

8. PROGRAM TYPE: Language Arts
PROGRAM NAME: Spell-Bound with Editor
COST: $26.90
VENDOR NAME: Bob Baker Software
ADDRESS: 3708 Miradera
Sacramento, California 95821
TELEPHONE: (916) 972-1931

9. PROGRAM TYPE: Language Arts
PROGRAM NAME: Spelling Primer Grades 9-12
COST: $12.95
VENDOR NAME: Dynatek Information Systems, Inc.
ADDRESS: 586 Concord Avenue
Williston Park, New York 11596
TELEPHONE: (516) 248-8952

10. PROGRAM TYPE: Language Arts
PROGRAM NAME: Spelltionics DK-153D1
COST: $69.00
VENDOR NAME: Educational Activities, Inc.
ADDRESS: Post Office Box 392
Freeport, New York 11520
TELEPHONE: (800) 645-3739

11. PROGRAM TYPE: Language Arts
PROGRAM NAME: Tennis Anyone #1-Plural
COST: $29.95
VENDOR NAME: Queue, Inc.
ADDRESS: 5 Chapel Hill Drive
Fairfield, Connecticut 06432
TELEPHONE: (800) 232-2224

12. PROGRAM TYPE: Language Arts
PROGRAM NAME: Tennis Anyone #2-Prefixes
COST: $29.95
VENDOR NAME: Queue, Inc.
ADDRESS: 5 Chapel Hill Drive
Fairfield, Connecticut 06432
TELEPHONE: (800) 232-2224

13. PROGRAM TYPE: Language Arts
PROGRAM NAME: Tennis Anyone #3 -Suffixes
COST: $29.95
VENDOR NAME: Queue, Inc.
ADDRESS: 5 Chapel Hill Drive
Fairfield, Connecticut 06432
TELEPHONE: (800) 232-2224

14. PROGRAM TYPE: Language Arts
PROGRAM NAME: Tennis Anyone #4-Contractions
COST: $29.95
VENDOR NAME: Queue, Inc.
ADDRESS: 5 Chapel Hill Drive
Fairfield, Connecticut 06432
TELEPHONE: (800) 232-2224

15. PROGRAM TYPE: Language Arts
PROGRAM NAME: Tennis Anyone #5-Homonyms
COST: $29.95
VENDOR NAME: Queue, Inc.
ADDRESS: 5 Chapel Hill Drive
Fairfield, Connecticut 06432
TELEPHONE: (800) 232-2224

16. PROGRAM TYPE: Language Arts
PROGRAM NAME: Tennis Anyone #6-Base Words
COST: $29.95
VENDOR NAME: Queue, Inc.
ADDRESS: 5 Chapel Hill Drive
Fairfield, Connecticut 06432
TELEPHONE: (800) 232-2224

17. PROGRAM TYPE: Language Arts
PROGRAM NAME: Vocabulary Builder Grades 9-12
COST: $12.95
VENDOR NAME: Dynatek Information Systems
ADDRESS: 586 Concord Avenue
Williston Park, New York 11596
TELEPHONE: (516) 248-8952

18. PROGRAM TYPE: Language Arts
PROGRAM NAME: Vocabulary Series 68-V2T
COST: $168.00
VENDOR NAME: Opportunities for Learning, Inc.
ADDRESS: 20417 Nordhoff Street
Department 9F
Chatsworth, California 91311
TELEPHONE: (818) 341-2535

19. PROGRAM TYPE: Language Arts
PROGRAM NAME: Watch Your Language
COST: $149.00
VENDOR NAME: NTS Software
ADDRESS: 680 North Arrowhead Avenue
Rialto, California 92376
TELEPHONE: (714) 875-2968

20. PROGRAM TYPE: Language Arts
PROGRAM NAME: Winning With Phonics
COST: $40.00
VENDOR NAME: Wise Owl Software
ADDRESS: Clifford Schafer
1168 Avenida DeLas Palmas
Livermore, California 94550
TELEPHONE: (415) 443-5248

21. PROGRAM TYPE: Language Arts
PROGRAM NAME: Word Power
COST: $14.95
VENDOR NAME: Queue, Inc.
ADDRESS: 5 Chapel Hill
Fairfield, Connecticut 06432
TELEPHONE: (800) 232-2224

22. PROGRAM TYPE: Language Arts
PROGRAM NAME: Writing Competency Program
COST: $79.00
VENDOR NAME: Queue, Inc.
ADDRESS: 5 Chapel Hill
Fairfield, Connecticut 06432
TELEPHONE: (800) 232-2224

23. PROGRAM TYPE: Mathematics
PROGRAM NAME: Basic Math Competency -Skill Building-Table 0-12: Rounding Off Numbers - DK-24243
COST: $59.95
VENDOR NAME: Educational Activities, Inc.
ADDRESS: Post Office Box 392
Freeport, New York 11520
TELEPHONE: (800) 645-3739

24. PROGRAM TYPE: Mathematics
PROGRAM NAME: Basic Math Competency-Skill Building- Whole Numbers: Add, Subtract, Multiply, Divide -DK-24041
COST: $59.95
VENDOR NAME: Educational Activities, Inc.
ADDRESS: Post Office Box 392
Freeport, New York 11520
TELEPHONE: (800) 645-3739

25. PROGRAM TYPE: Mathematics
PROGRAM NAME: Basic Math Competency Skill Building- Fractions: Addition and Subtraction-DK-20044
COST: $59.95
VENDOR NAME: Educational Activities, Inc.
ADDRESS: Post Office Box 392
Freeport, New York 11520
TELEPHONE: (800) 645-3739

26. PROGRAM TYPE: Mathematics
PROGRAM NAME: Basic Math Competency Skill Building- Fractions: Multiply and Divide-DK-20045
COST: $59.95
VENDOR NAME: Educational Activities, Inc.
ADDRESS: Post Office Box 392
Freeport, New York 11520
TELEPHONE: (800) 645-3739

27. PROGRAM TYPE: Mathematics
PROGRAM NAME: Basic Math Competency Skill Building- Decimals: Add, Subtract, Multiply, Divide DK-20046
COST: $59.95
VENDOR NAME: Educational Activities, Inc.
ADDRESS: Post Office Box 392
Freeport, New York 11520
TELEPHONE: (800) 645-3739

28. PROGRAM TYPE: Mathematics
PROGRAM NAME: Basic Math Competency Skill Building-Measuring with a Ruler: Perimeter, Circumference, and Area-DK-25051
COST: $59.95
VENDOR NAME: Educational Activities, Inc.
ADDRESS: Post Office Box 392
Freeport, New York 11520
TELEPHONE: (800) 645-3739

29. PROGRAM TYPE: Mathematics
PROGRAM NAME: Basic Math Drills
COST: $19.95
VENDOR NAME: Viking, Inc.
Gregory F. Ludwig
ADDRESS: 910 Soo Boulevard
Rice Lake, Wisconsin 54868
TELEPHONE: (715) 234-2680

30. PROGRAM TYPE: Mathematics
PROGRAM NAME: Basic Math: Fractions
COST: $19.95
VENDOR NAME: Viking, Inc.
Gregory F. Ludwig
ADDRESS: 910 Soo Boulevard
Rice Lake, Wisconsin 54868
TELEPHONE: (715) 234-2680

31. PROGRAM TYPE: Mathematics
PROGRAM NAME: Fractions 2A1614T
COST: $199.00
VENDOR NAME: Opportunities for Learning
ADDRESS: 20417 Nordhoff Street
Department 9F
Chatsworth, California 91311
TELEPHONE: (818) 341-2535

32. PROGRAM TYPE: Mathematics
PROGRAM NAME: Introduction to Decimals-3K-CP20031T
COST: $49.95
VENDOR NAME: Opportunities for Learning
ADDRESS: 20417 Nordhoff Street
Department 9F
Chatsworth, California 91311
TELEPHONE: (818) 341-2535

33. PROGRAM TYPE: Mathematics
PROGRAM NAME: Introduction to Math- 3K-CP20030T
COST: $49.95
VENDOR NAME: Opportunities for Learning
ADDRESS: 20417 Nordhoff Street
Department 9F
Chatsworth, California 91311
TELEPHONE: (818) 341-2535

34. PROGRAM TYPE: Mathematics
PROGRAM NAME: Introduction to Math on the Computer DK-20030
COST: $59.95
VENDOR NAME: Educational Activities, Inc.
ADDRESS: Post Office Box 392
Freeport, New York 11520
TELEPHONE: (800) 645-3739

35. PROGRAM TYPE: Mathematics
PROGRAM NAME: Junior High Math Package I
COST: $24.95
VENDOR NAME: Micro Learningware
ADDRESS: Box 2134
North Mankato, Minnesoto 56001
TELEPHONE: (507) 625-2205

36. PROGRAM TYPE: Mathematics
PROGRAM NAME: Math for Everyday Living 3K-200TD
COST: $109.00
VENDOR NAME: Opportunities for Learning, Inc.
ADDRESS: 20417 Nordhoff Street
Department 9F
Chatsworth, California 91311
TELEPHONE: (818) 341-2535

37. PROGRAM TYPE: Mathematics
PROGRAM NAME: Math Pack by Baker
COST: $49.50
VENDOR NAME: Bob Baker Software
ADDRESS: 3708 Miradera
Sacramento, California 95821
TELEPHONE: (916) 972-1931

38. PROGRAM TYPE: Mathematics
PROGRAM NAME: Math Skills Games- CC07-079222-4
COST: $78.60
VENDOR NAME: Computer Marketing Services
ADDRESS: McGraw-Hill Book Company, SI
Highstown/Princeton Road
Highstown, New Jersey 08520
TELEPHONE: (609) 426-5000

39. PROGRAM TYPE: Mathematics
PROGRAM NAME: Math Word Games - CC07-079223-2
COST: $51.00
VENDOR NAME: Computer Marketing Services
ADDRESS: McGraw-Hill Book Company, SI
Highstown/Princeton Road
Highstown, New Jersey 08520
TELEPHONE: (609) 426-5000

40. PROGRAM TYPE: Mathematics
PROGRAM NAME: Math Regrouping Games- CC07-079224-0
COST: $78.60
VENDOR NAME: Computer Marketing Services
ADDRESS: McGraw Hill Book Company, SI
Highstown/Princeton Road
Highstown, New Jersey 08520
TELEPHONE: (609) 426-5000

41. PROGRAM TYPE: Mathematics
PROGRAM NAME: Sematic Calculator: Solving Word Problems 8K-1082TD
COST: $95.00
VENDOR NAME: Opportunities for Learning, Inc.
ADDRESS: 20417 Nordhoff Street
Department 9F
Chatsworth, California 91311
TELEPHONE: (818) 341-2535

42. PROGRAM TYPE: Reading
PROGRAM NAME: Core Reading and Vocabulary Development DK-29010
COST: $75.00
VENDOR NAME: Educational Activities, Inc.
ADDRESS: Post Office Box 392
Freeport, New York 11520
TELEPHONE: (800) 645-3739

43. PROGRAM TYPE: Reading
PROGRAM NAME: Diascriptive Reading 3K-160TD
COST: $365.00
VENDOR NAME: Opportunities for Learning, Inc.
ADDRESS: 20417 Nordhoff Street
Department 9F
Chatsworth, California 91311
TELEPHONE: (818) 341-2535

44. PROGRAM TYPE: Reading
PROGRAM NAME: Game Power for Phonics
COST: $35.00
VENDOR NAME: Wise Owl Workshop
Clifford Schafer
ADDRESS: 1168 Avenida DeLas Palmas
Livermore, California 94550
TELEPHONE: (415) 443-5248

45. PROGRAM TYPE: Reading
PROGRAM NAME: How to Read in the Content Area -Literature
COST: $49.00
VENDOR NAME: Educational Activities, Inc.
ADDRESS: Post Office Box 392
Freeport, New York 11520
TELEPHONE: (800) 645-3739

46. PROGRAM TYPE: Reading
PROGRAM NAME: Learning Disabled: Reading
COST: $19.95
VENDOR NAME: Viking, Inc.
Greg F. Ludwig
ADDRESS: 910 Soo Boulevard
Rice Lake, Wisconsin 54868
TELEPHONE: (715) 234-2680

47. PROGRAM TYPE: Reading
PROGRAM NAME: Missing Links 8K-1156TD
COST: $65.00
VENDOR NAME: Opportunities for Learning, Inc.
ADDRESS: 20417 Nordhoff Street
Department 9F
Chatsworth, California 91311
TELEPHONE: (818) 341-2535

48. PROGRAM TYPE: Reading
PROGRAM NAME: Our Wild and Crazy World-DK-330D1
COST: $59.95
VENDOR NAME: Educational Activities, Inc.
ADDRESS: Post Office Box 392
Freeport, New York 11520
TELEPHONE: (800) 645-3739

49. PROGRAM TYPE: Reading
PROGRAM NAME: Reading with Understanding
COST: $39.95
VENDOR NAME: Educational Activities, Inc.
ADDRESS: Post Office Box 392
Freeport, New York 11520
TELEPHONE: (800) 645-3739

50. PROGRAM TYPE: Reading
PROGRAM NAME: Stop, Look, and Learn
COST: $39.95
VENDOR NAME: Educational Activities, Inc.
ADDRESS: Post Office Box 392
Freeport, New York 11520
TELEPHONE: (800) 645-3739

51. PROGRAM TYPE: Reading
PROGRAM NAME: The Claze Technique for Comprehension
COST: $34.00
VENDOR NAME: Orange Cherry Media
7 Delano Drive
Bedford Hills, New York 10507
TELEPHONE: (914) 666-8434

52. PROGRAM TYPE: Reading
PROGRAM NAME: You Decide
COST: $39.95
VENDOR NAME: Queue, Inc.
ADDRESS: 5 Chapel Hill Drive
Fairfield, Connecticut 06432
TELEPHONE: (800) 232-2224

53. PROGRAM TYPE: Reference Skills
PROGRAM NAME: Alphabet, Sequencing, and Alphabetizing
COST: $45.00
VENDOR NAME: Randon House
ADDRESS: School Division
Department 985
Suite 201
Brandywine Road
Atlanta, Georgia 30341
TELEPHONE: (800) 241-6402

54. PROGRAM TYPE: Reference Skills
PROGRAM NAME: Answering Question Library Style
COST: $39.95
VENDOR NAME: Queue, Inc.
ADDRESS: 5 Chapel Hill Road
Fairfield, Connecticut 06432
TELEPHONE: (800) 232-2224

55. PROGRAM TYPE: Reference Skills
PROGRAM NAME: Consult Your Dictionary First
COST: $39.95
VENDOR NAME: Queue, Inc.
ADDRESS: 5 Chapel Hill Road
Fairfield, Connecticut 06432
TELEPHONE: (800) 232-2224

56. PROGRAM TYPE: Reference Skills
PROGRAM NAME: Library and Media Skills-DK-LIBR
COST: $59.95
VENDOR NAME: Educational Activities, Inc.
ADDRESS: Post Office Box 392
Freeport, New York 11520
TELEPHONE: (800) 645-3739

57. PROGRAM TYPE: Reference Skills
PROGRAM NAME: Thinking Skills
COST: $49.00
VENDOR NAME: Sunburst Communications
ADDRESS: 39 Washington Avenue
Pleasantville, New York 10570
TELEPHONE: (800) 431-1934

58. PROGRAM TYPE: Reference Skills
PROGRAM NAME: What's the Scoop
COST: $39.95
VENDOR NAME: Queue, Inc.
ADDRESS: 5 Chapel Hill Road
Fairfield, Connecticut 06432
TELEPHONE: (800) 232-2224